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ABSTRACT

The purpose of this report, based on testimony presented to the Council on the Economic Status of Women, is to explore the factors contributing to economic and psychological hardship for large numbers of women seeking employment in Minnesota. This report examines women's preparation and opportunities for employment and specifically addresses itself to the barriers to economic independence which exist in social services, employment, job training, and education. Information in the report is divided into the following four major categories: changing life patterns; barriers to economic self-sufficiency including employment practices, job training programs, elementary/secondary schools, vocational education, and higher education; new and emerging services; and findings and recommendations of the council. A brief description of the council's purpose, a list of its members, and a list of people who testified before the council concluded the report. (BM)

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Minnesota Women: Work & Training

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October, 1977

INTRODUCTION

In the winter of 1977, the Council on the Economic Status of Women held a series of public hearings on work, employment, and training for Minnesota women. Four women who gave testimony were:

SHARON F: "When I became a resident of Minnesota four years ago, I was a divorced woman without dependents. I was unemployed, untrained, without alimony or child support, ineligible for unemployment compensation, and ineligible for welfare assistance. I was without any source of income and totally dependent upon friends for shelter and upkeep. I found myself in desperate need of short-term help and long-term recycling.

I made the customary visits to State Employment Services where I was interviewed and tested. Although the test scores showed that I had the aptitude for many of the different training programs, training was not suggested to me. I was sent to the welfare offices, where I was told that no help was available because of lack of dependents or severe disability. I received a total of $36.00 worth of food from welfare and was told that was all they were able to do for me.

I went back to Employment Services where I asked about CETA funding and was told that I didn't qualify. A visit to the library and a search of materials convinced me that the CETA program was set up precisely for persons like myself.

The story of the ensuing struggle for CETA funding would use up the time for others to testify. The problem I faced with CETA would have been alleviated somewhat if I had consented to be trained as a baker's helper, a clerk-typist, or a nursing assistant. Many women are funneled into these low-paying, dead-end jobs. With the help of a counselor who served as my advocate, I did receive partial funding for a course in civil engineering technology, which I completed in 1976. This counselor has, since that time, experienced reversals in her career which appear to be related to the fight to secure funds for me."

DIANE B: "I left one night after being beaten. I didn't know where to go — I didn't even know about Women's Advocates. The police told me where to go, so I went up there and they got me started getting a lawyer. After thirteen years of marriage I'm in the middle of getting a divorce. I've gone to welfare and they will allow me $385 a month because I have three children. There's no possible way I can survive on this. If I go back to work I can make between $500 and $600 a month gross, but there is no way I can survive on that either with a house and three kids, and when my husband moved out of the house he left me with back payments. If I sell the house, sell the furniture, sell my car, and then go on welfare I can maybe make it. But I don't feel that I should have to give up everything."

MARY H: "I am 34 years old and am totally responsible for the support of a twelve-year-old child. In October of 1976 I exhausted my unemployment benefits. During that year I also used up my personal assets. In November of 1976 I reapplied for AFDC at Ramsey County Welfare. To support myself and my child I receive a grant of $272 a month plus a food stamp bonus of $57. This does not come close to the $465 I need for income each month. My housing and utility payments equal 74% of my AFDC grant.

Since September of 1975 I have been seeking re-employment, but have found the job market to be the most difficult place to get adequate income. Since I have completed work for a B.A. degree from the University of Minnesota and have previous job experience, I have been seeking work in the $8,000 - 10,000 a year range. But in reality I am offered a job which pays $2.65 an hour or $456 a month, before deductions. Combined with the AFDC Win Program Incentive I can have an income of $459 a month. If my job pays $456 a month before deductions, when you do the figuring I could be eligible for a grant of $3.00 a month and keep my medical assistance.

Although bureaucratically time-consuming and tedious, while unemployed I am eligible for programs like free school lunches, food stamps, HRA home rehab grants, medical assistance, etc. If I am employed, my cash income level would make me ineligible for many of these programs, and my real income level would

thus not be much different. I found the job market very disillusioning. I perceived the job market as being generally discriminatory towards women in terms of pay and job choices."

MARY G: "At the time of my husband's sudden death I was left with eight children, ranging in age from 5 to 19 years. My husband provided about three years' worth of his previous income in life insurance and I receive a ten year diminishing renewal income from Western Life, by whom he was employed. With help from Social Security and the Veterans' Administration, we get along.

At the time of my husband's death, I felt my primary obligation was to remain at home. I felt the children's time was now; they had to be kept off the streets and in school. I did work part-time some winters in retail selling just to have some diversion for myself. I also attended some college classes in the mistaken hope of getting into the public school teaching system, as I had taught for three years when I was young.

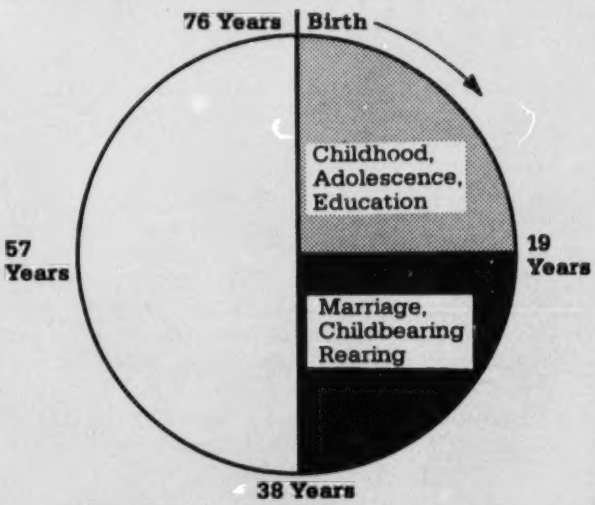
I am now 51 years old and have been actively seeking full-time employment since September of 1976. I have been through a career counseling program that helped me pinpoint my needs and recognize my skills and talents. I'm qualified for a lot of things. When you raise a family for 25 years you develop a lot of skills through homemaking. But to find an employer to hire me is another matter."

Such stories are not exceptional. It is sadly true that in Minnesota, as throughout the nation, growing numbers of women are in economic distress as the result of dramatic shifts in social roles and life patterns. A longer life span, violence in the home, a rising divorce rate, and a growth in the number of female-headed households are among the factors which make women increasingly vulnerable to economic displacement.

Across Minnesota thousands of women find themselves without means of support, yet ineligible for existing social services and without adequate employment or training opportunities. Among them are displaced homemakers, battered women, elderly women, re-entry women, widows and young single mothers. They come from a diversity of races, life-styles, and geographical locations; they are our mothers, our sisters, our neighbors, and our daughters.

The purpose of this report is to explore, on the basis of testimony presented to the Council on the Economic Status of Women, the factors contributing to economic and psychological hardship for large numbers of women seeking employment. Previous reports of the Council have portrayed women who presently hold jobs; this report will take the process a step back and examine women's preparation and opportunities for employment. Specifically, it will address itself to the barriers to economic independence which exist in social services, employment, job training, and education.

A Woman's Life



1975: Average Life Span, 76 Years

CHANGING LIFE PATTERNS

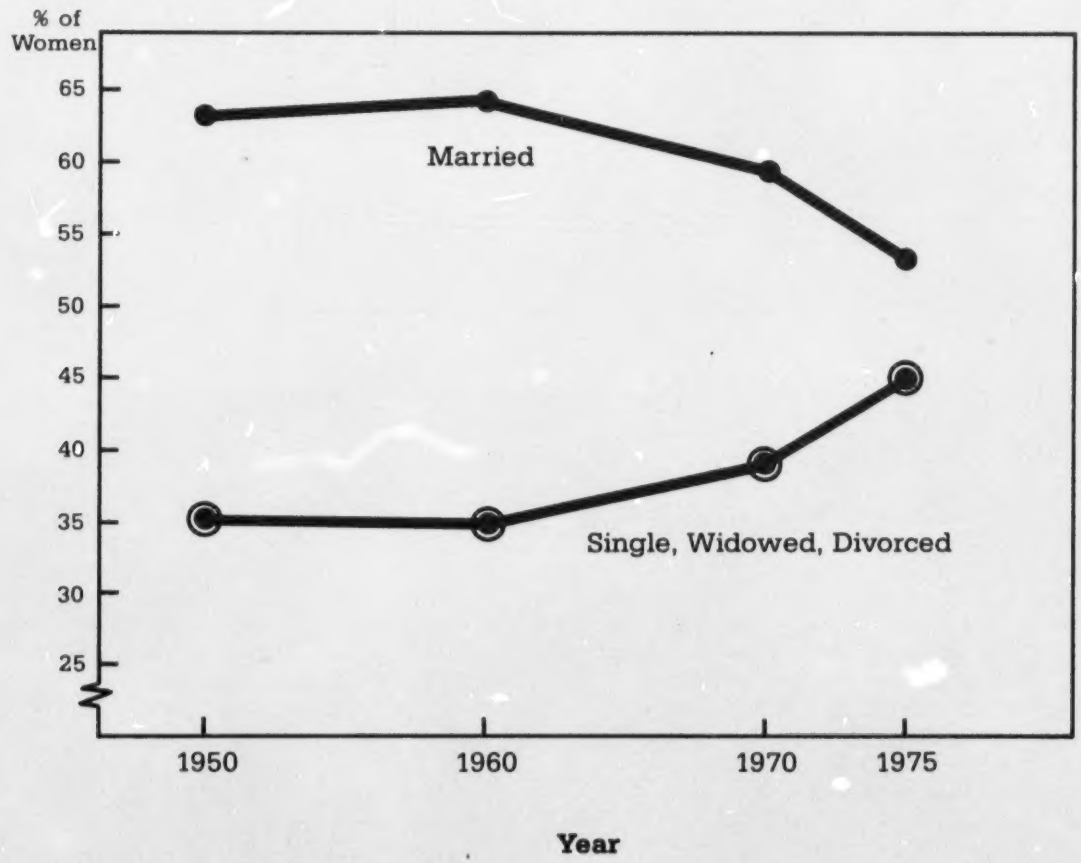
Changing life patterns of women in this century have resulted in a growing need for women to be economically self-sufficient. Among the factors contributing to this need are:

(1) Increased life expectancy;
(2) Increased numbers of divorced, widowed, and single women;
(3) Increased numbers of female single-parent families with dependent children;
(4) Lack of child support to divorced families.

LIFE EXPECTANCY. Nationally, women's life expectancy has increased from 48.3 years in 1900 to 75.3 years in 1973. In Minnesota, the life expectancy at birth is 76.9 years for women compared to 69.5 years for men, and women now comprise 58% of the population age 65 and over. The average woman today has over 40 years of active life after her youngest child is in school; and widows now outlive their husbands by an average of 18.5 years.

MARITAL STATUS. Divorce rates in Minnesota have risen sharply in recent years. In 1950, the ratio of marriages to divorces was 7 to 1, but by 1974 this ratio was 3 to 1. Age at first marriage has also risen. These trends in marriage and divorce, combined with an increased life span and the likelihood of being widowed, have resulted in fewer women who are married. In 1975, an estimated 46% of Minnesota women age 14 and above were single, widowed, divorced, or separated. Fifteen years earlier only 34% were in these categories. Approximately a quarter of a million women in Minnesota who were once married are presently widowed, divorced, or separated from their husbands.

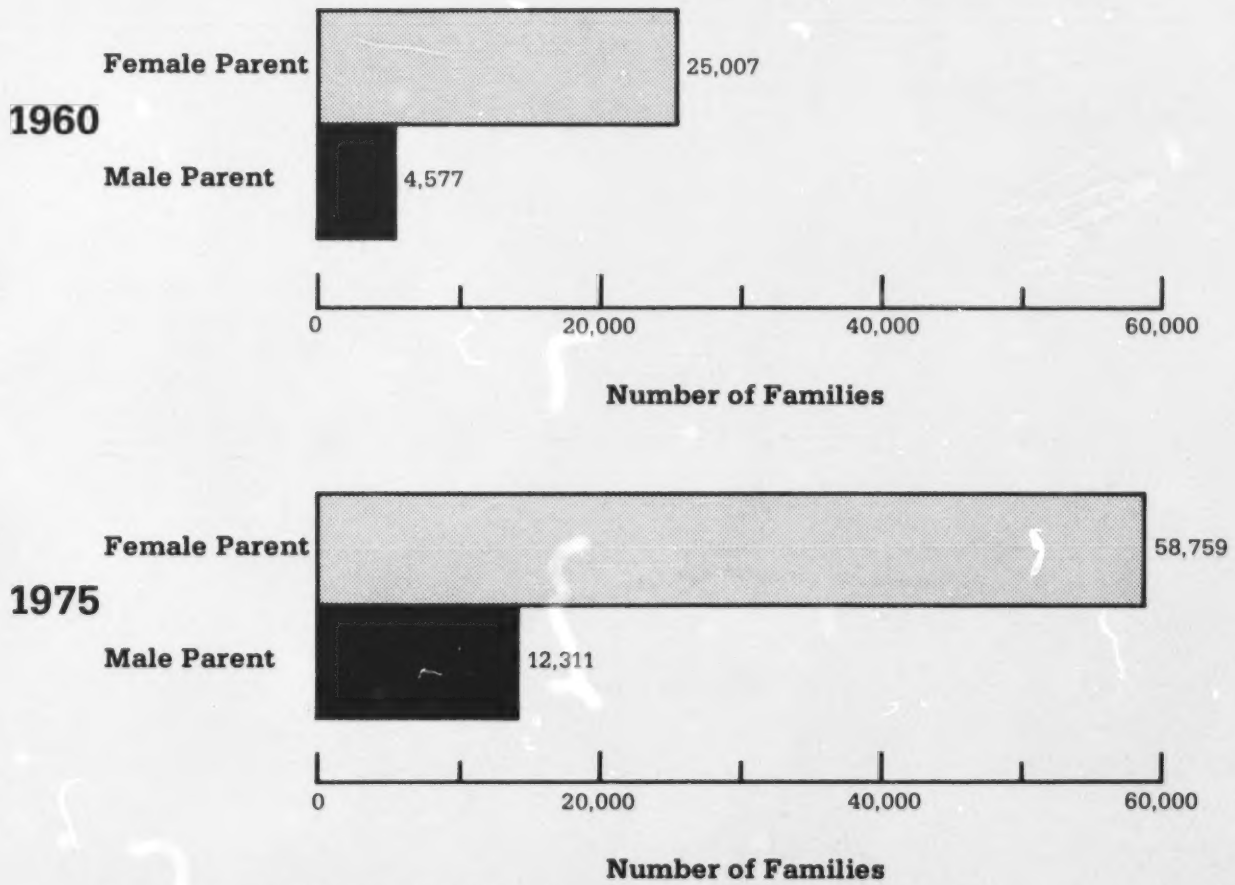
Marital Status of Minnesota Women, Age 14 and Above 1950-1975



Source: U.S. Bureau of the Census (1975 estimated)

SINGLE-PARENT FAMILIES. The rapid rise in divorce and an increase in teenage pregnancy have resulted in growing numbers of female single-parent families with dependent children. The number of such families has more than doubled in the past fifteen years, so that in 1975 in Minnesota an estimated 59,000 families with children under age 18 were headed by women. Similar patterns prevail in minority race families, with the result that an estimated 43% of minority race children live in households with only one parent present.

Minnesota Single-Parent Families with Children Under 18 by Sex of Parent, 1960 and 1975



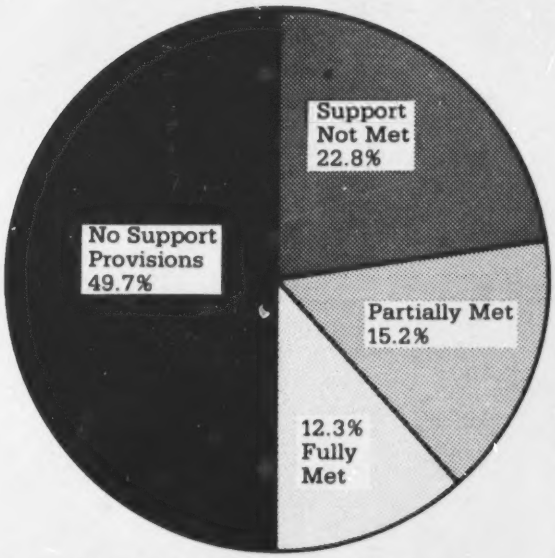
Source: U.S. Bureau of the Census (1975 estimated)

CHILD SUPPORT. The children of divorce do not fare well. Although statistics are sparse, all indications are that lack of child support — either that awarded or that collected — is a major problem for divorced women. Recent figures from a longitudinal study conducted at the University of Michigan show that if families headed by women had to rely solely on alimony or child support for their income, only 3% would be above the poverty level. Of women eligible to receive payments from the fathers of their children, 40% have never received a single payment. Even those payments that were made tended to be irregular and unreliable.

In Minnesota, a study of divorce records in Hennepin County in 1977 showed that one quarter of the cases with dependent children had no provision for child support at all. Of the cases where the settlement did include child support, on the average less than 20% of the father's income at the time of divorce was assigned.

A 1975 study of Aid to Families of Dependent Children (AFDC) cases in Minnesota showed that almost half the families headed by women had no provision for either court-ordered or voluntary support for the children:

Child Support in AFDC Families May 1975



Source: Minnesota Department of Public Welfare

Due to these shifts in social roles and life patterns, more and more women have been thrust into the position of primary income producer. The general image of women as protected homemakers or secondary wage-earners is simply a myth. In the words of the frequently used quotation, "Every woman is only a man away from welfare." The existing social structure, however, has not addressed the needs of such women.

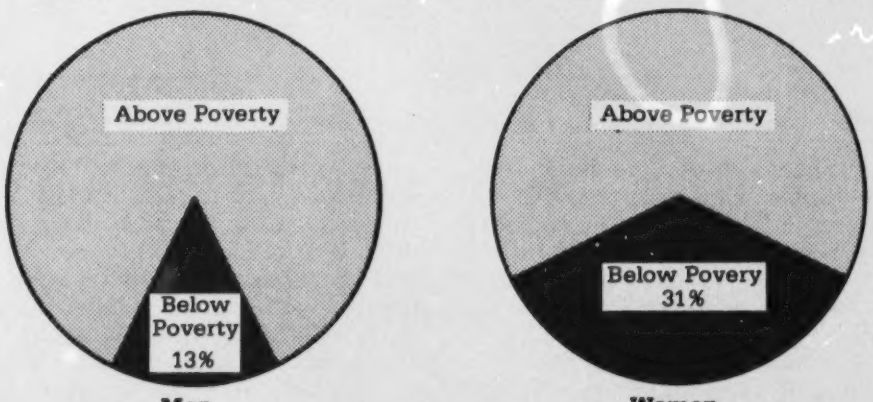
Examine, for example, the plight of "displaced homemakers" — persons in their middle years who have worked at home for most of their adult lives and have suffered a serious loss of income through death, divorce, or separation. Virtually no aspect of the structure of existing social services addresses their needs. They are the women who "fall through the cracks in the system," according to the state coordinator of the Alliance for Displaced Homemakers. As explained to the Council:

> **"They're too young for Social Security, and some of them, if marital dissolution has transpired before 20 years of marriage, will never qualify. They're too old for AFDC. They're generally not disabled. They might, under extreme circumstances, be eligible for general relief, if it is available. Existing programs of any type, however well thought out and administered, simply don't adequately meet the needs of this specific group."**

Despite the fact that displaced homemakers have worked at home for many years, such work is not counted in either the Gross National Product or the Social Security system. One witness told the Council, "Even though I managed two businesses for my husband which enabled him to earn a net income of about $50,000 a year, I have no Social Security coverage." Many displaced rural women who have worked on the family farm would appear to face the same problem.

Because many women find themselves without resources in a time of growing inflation, they often base their decisions on immediate need. Testimony to the Council noted that more than half of all women apply for Social Security before age 65, with the consequence that they receive a reduced payment for the rest of their lives. Of women over 65, 47% have incomes of less than $2,000 a year. In the words of one witness, women are often "sentenced to a long life span" and the likelihood that a woman over age 65 is living below the official poverty level is suggested by the following chart:

Poverty Status of Minnesota Persons Age 65 and Above by Sex, 1974



Source: U.S. Bureau of the Census (estimated)

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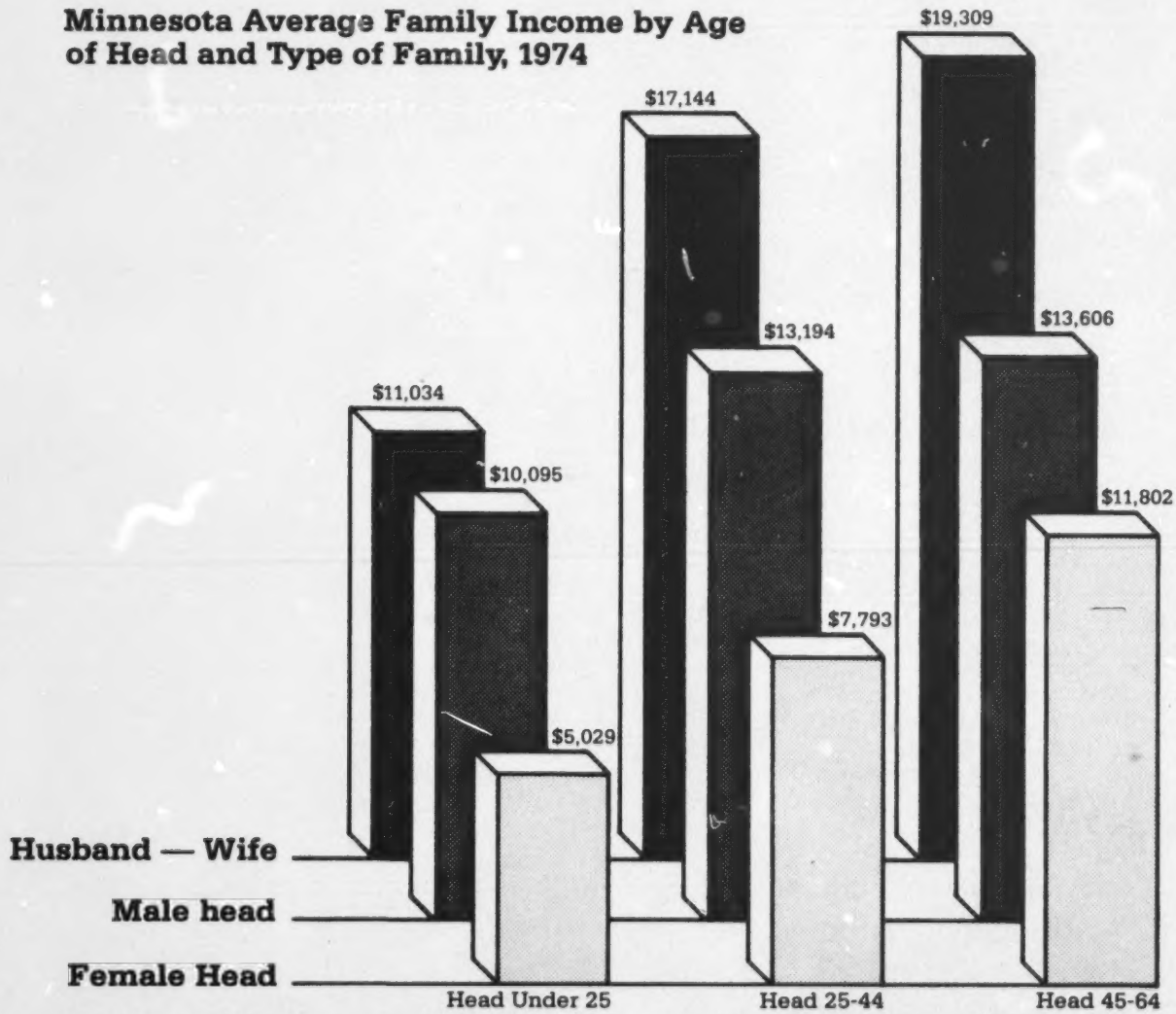
But poverty is not only a problem for older women; all age groups are vulnerable. The female head of household — whether widowed, divorced, or a teenage mother — faces severe economic handicaps. If widowed, she may be left with debts from costly medical treatments. If divorced, she may be in debt for lengthy legal proceedings as well as responsible for the support of dependent children.

As the following chart illustrates, families headed by women are disproportionately represented at low income levels. For black families, the disparities are even greater. While less than 5% of all male-headed families were estimated to be below the official poverty level in Minnesota in 1974, more than 43% of black female-headed families were below poverty. Since many of these families have dependent children and are presumably eligible for AFDC, such data raises questions as to the adequacy of these payments.

Minnesota Average Family Income by Age of Head and Type of Family, 1974



Note: *"Male head" is used here to mean without wife present*

Source: U.S. Bureau of the Census (estimated)

Many witnesses agreed, however, that what most women want is not more and better welfare, but a job that pays a living wage. This desire can be understood in psychological terms as well. The director of the Career Development and Life Planning Center at Metropolitan State University observed that "suicide and homicide, alcoholism and disease, move up with the unemployment rate. In our technological society, having a job is essential to good health, both physical and mental." This statement was underscored by a group therapist at the Chrysalis Center for Women who finds high rates of depression and chemical dependency among the unemployed women in her support groups.

While there is considerable consensus that economic self-sufficiency through employment is critical for women, preparing for or finding such employment is not an easy task.

EMPLOYMENT PRACTICES

The preceding parts of this report have demonstrated that women are increasingly the sole source of support for themselves and their families. As a result, millions of women have entered the workforce while countless others are seeking a way into the job market. Because many women are job-seeking after a period of raising a family and working in the home, they are often referred to as "re-entry" women.

Witnesses before the Council repeatedly stressed that the motivating force behind re-entry is economic need. "Women seeking employment aren't looking for pin money," a woman stated. "They need that money to survive."

What are the barriers to women's economic independence through employment? What problems do re-entry women face as they take on a new role?

Some of the problems are social-psychological. "Women are absolutely devastated when they realize that they are divorced or widowed and that they actually do not have enough money to survive," observed a counselor at Chrysalis. Women adjusting to a dramatic life change also must cope with a lack of self-confidence, according to a witness from the Minnesota Women's Center. "They have been told," she explained, "and have come to believe that while they have been raising families their minds idle and they have lost the ability to learn or do a job well."

Re-entry women also need to gain a sense of their own priorities and needs. "Most of these women have spent so long tending to other people's needs — primarily their husbands' and children's — that they have lost their sense of perspective." They must learn, it was stated, that their own needs and interests are important.

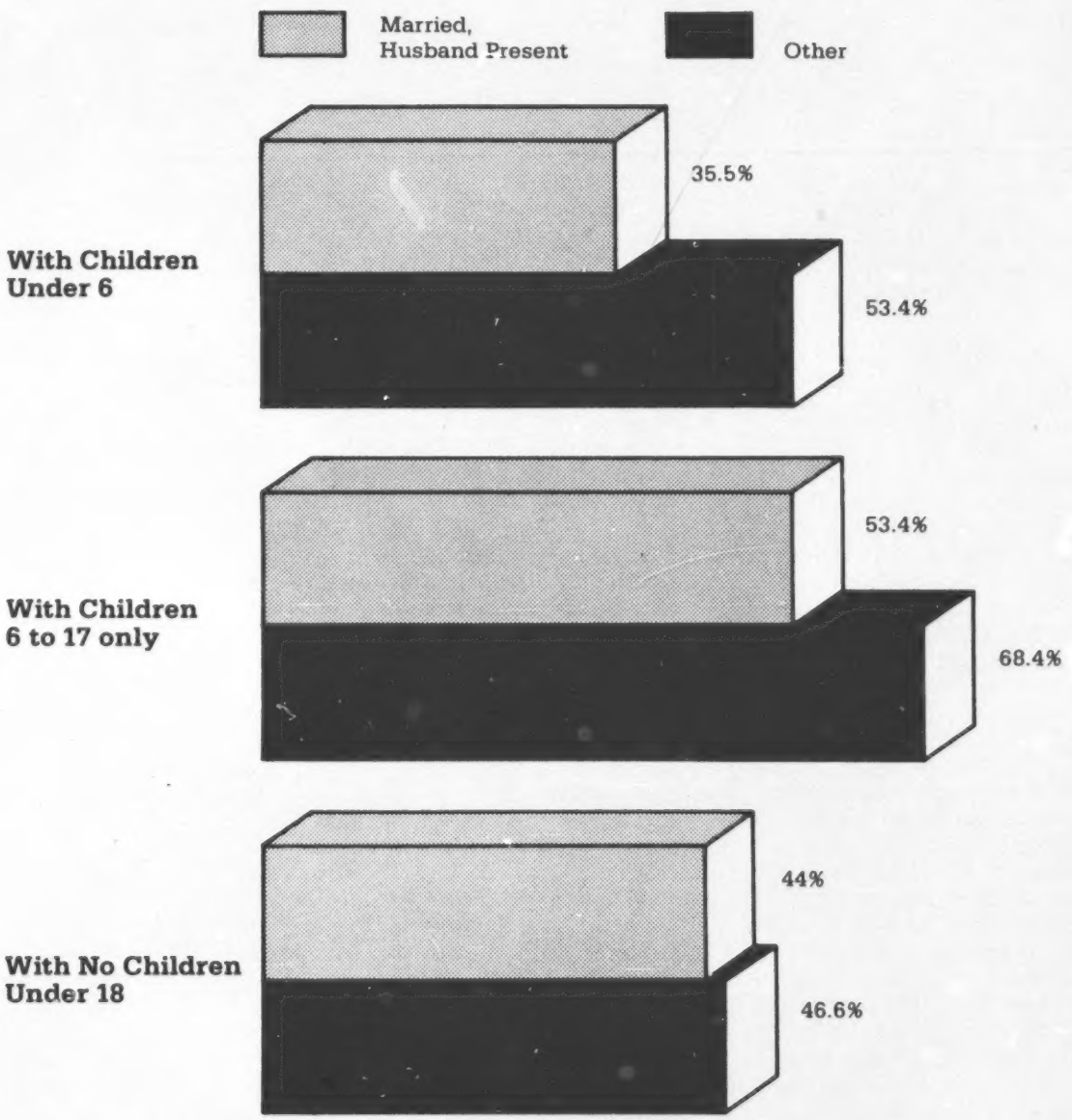
Another set of problems is created by the fact that the employed woman is usually also the primary homemaker. She is thus caught, according to the director of the Greater Minneapolis Day Care Association, in a role conflict which often generates guilt — "guilt that perhaps she is not being a good mother, a nagging doubt that the role she has filled is the one she is really destined for, and the belief that she is doing a wrong thing by re-entering." This guilt is reinforced by what was called "a permeating attitude among employers that a woman's place is in the home."

A critical factor for re-entry women, said the director, is help with child care. "How the children's needs are being met may be the determining factor for a woman, and whether she can survive the re-entry. Her former role as full-time mother can be bridged only with adequate child care."

The extent of the need for child care can be measured by the age patterns of women in the work force. Although women have been entering the labor force in increasing numbers since the turn of the century, only in the last fifteen years have there been great increases among younger women of childbearing age. In 1960, 36% of women age 20-34 were in the labor force. By 1975, that percentage had increased to an estimated 60%. As the chart on the following page illustrates, large numbers of Minnesota women with dependent children already work outside the home.

"More and more so-called privileged women are coming to realize that the myth of male support is just that — a myth. What would happen to all the women and children in Edina, for example, if the men were somehow magically removed?"

Labor Force Participation of Minnesota Women by Presence and Age of Children, 1975



Source: U.S. Bureau of the Census, U.S. Bureau of Labor Statistics (Estimated)

The need for day care far exceeds the supply. The Minneapolis day care director informed the Council that in Minnesota there are approximately 25,000 places of licensed care for approximately 240,000 children, of whom 128,000 are pre-schoolers. Furthermore, public policy has not addressed the expressed preference of parents for informal day care in their homes and neighborhoods. Little attention has been given to the provision of support services for alternative forms of care.

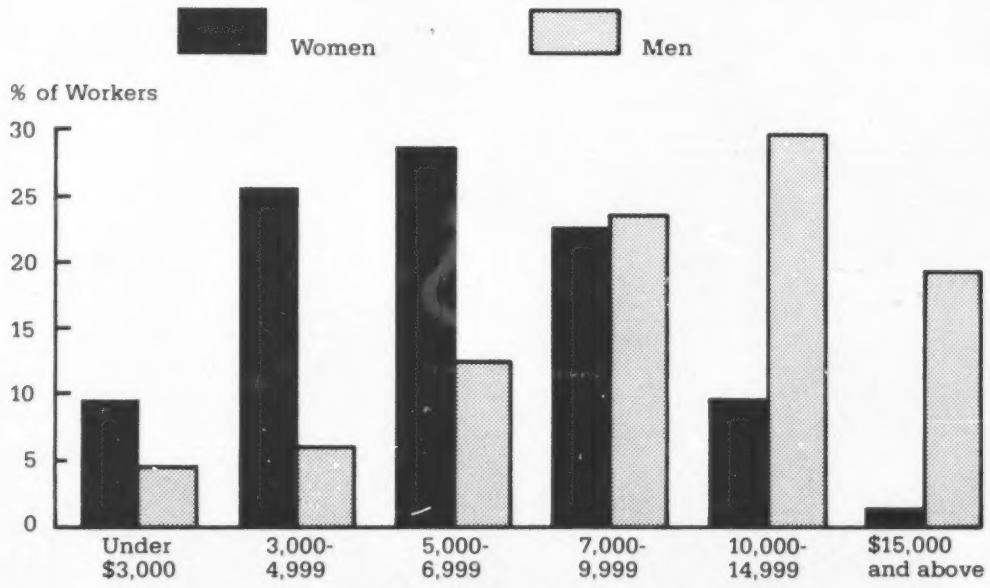
Lack of care facilities is not, however, the only problem. The other is economics. Most women work out of economic necessity — either because they must be self-supporting or because their husbands earn low incomes. If a family earns less than 60% of the state median income, the children qualify for free care. Above that level, however, parents must pay the full cost with no provision for sliding fees.

Income ceilings and a lack of choices represent a particular hardship for female single parents, since women tend to be in the lower-paying jobs. In Minnesota in 1973, only 5% of employed women earned over $10,000, while nearly 40% of men earned more than that amount. Department of Employment Services figures indicate that women in rural areas receive lower pay than in urban areas, and that poverty among Native Americans is twice as high in rural areas. Testimony to the Council suggested that when single-parent women must deduct $35 to $40 per week per child for full-time day care from salaries which are already low, employment is often not significantly better than welfare as a means of support.

Despite their economic needs and changing social roles, women continue to be clustered in low-paid jobs. The following chart shows that, nationally, earnings of fully employed women workers lag considerably behind those of men:

"Child care for a re-entering woman is an absolute necessity."

Earnings of Full-time, Year-round Workers, by Sex, U.S. 1972



Source: Women's Bureau, U.S. Department of Labor

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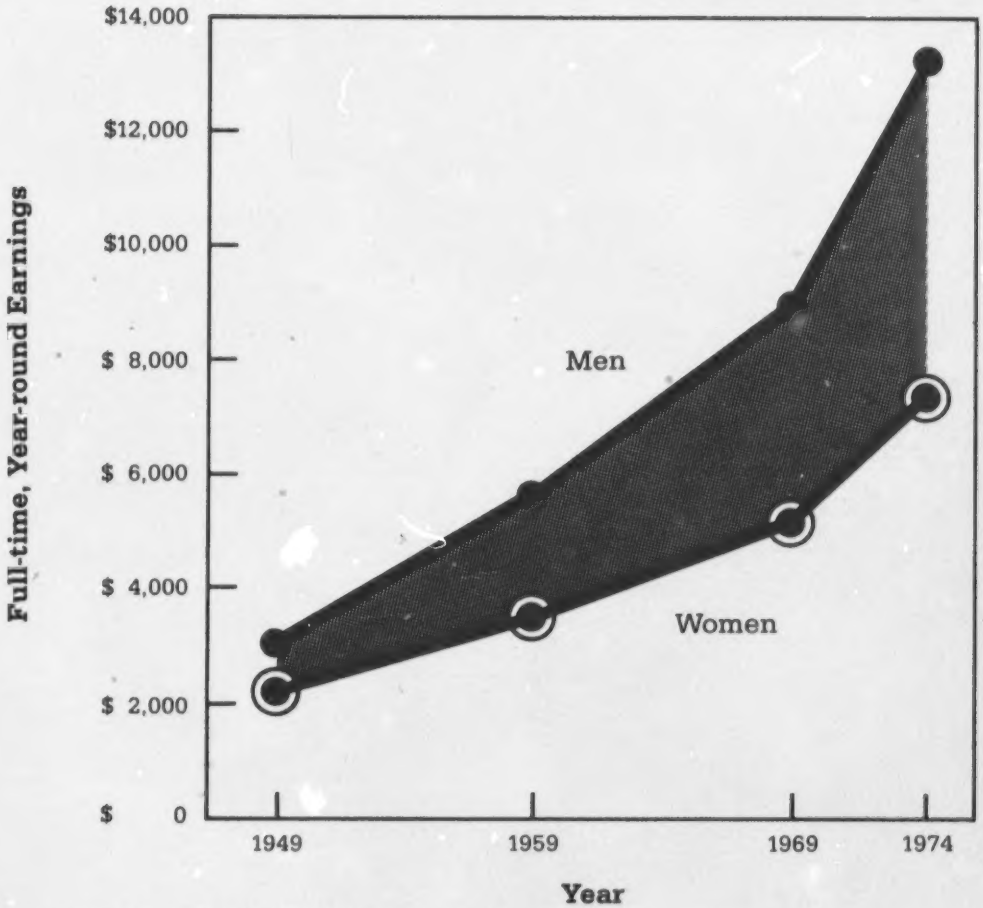
"The womanpower existing in the untrained, unskilled, underemployed, or unemployable woman is being wasted. It is more than a loss to the individual woman and her family. It is a loss to all of us."

For black women, the combined effects of race and sex result in further hardship. In a national longitudinal survey conducted by Ohio State University from 1967 to 1972, black women, in virtually all respects, were found to do less well in the labor market than white women of equivalent education and experience. The survey showed that black women had both higher employment and higher unemployment rates than white women. They started their careers in lower status jobs. While 86% of white women were married and living with their husbands at the time of the survey, the same was true of only 67% of black women. In 1972 the average hourly wage of white women was just under $3.00; for black women it was just under $2.75.

In Minnesota, too, women of all races continue to receive significantly lower wages than men. The disparity between their average salaries, in fact, continues to *widen* rather than show signs of narrowing:

Median Earnings for Minnesota Full-time, Year-round Workers by Sex, 1949-1974



Source: U.S. Bureau of the Census, U.S. Department of Labor (1974 estimated)

Testimony presented to the Council suggested that this salary differential can be attributed largely to the segregation and concentration of women in low-wage, dead-end occupations which have traditionally been regarded as "women's work." The strength of this pattern is demonstrated by the lack of correlation between women's educational achievement and the occupations they hold. In a study of women wage-earners conducted by a sociologist at the University of

Minnesota in 1976, 70% of the college graduates were in clerical positions.

The difficulties faced by women obtaining jobs commensurate with their education and experience were described by a number of witnesses. Samples of their comments are listed below:

"When I called and talked with various employment counselors with inquiries about advertised jobs, it seemed to me that I did not receive straight answers, and that the jobs were not available to me."

"In my search I found that being over thirty is considered being 'over the hill' for management positions."

"I came in contact with four different application forms, and all included illegal questions."

"I was interviewed by the assistant supervisor. He did not ask me any questions the answers to which would in any way indicate whether I was qualified or not. The only questions he asked were about how many children I had and their ages and my husband's occupation."

"I asked about the particular qualifications for the job (for corrections counselor) and he said, 'Well, of course we want a man.' He said at the same time that most of those at the top of the civil service list were women."

"If a woman is 45 she doesn't even get in to see the person who's employing."

Whether in subtle or flagrant form, age and sex discrimination combine for many women to make economic survival through employment an illusion. Recent figures from the Minnesota Department of Employment Services illustrate this point. They show that of all groups vulnerable to unemployment, women are the least likely to gain placement in jobs:

PERCENT OF JOB APPLICANTS PLACED IN EMPLOYMENT
Minnesota Department of Employment Services, 1976

CHARACTERISTIC*	PERCENT PLACED
Disadvantaged	55.9
Under age 22	54.4
Non-white	53.3
Handicapped	47.4
Age 45 and over	46.3
Veteran	45.5
Female	39.4

**Applicants may have more than one characteristic.*

"You can career plan until doomsday, but if the job opportunities aren't there, it is not going to avail you anything."

JOB TRAINING PROGRAMS

Because of their difficulties in finding employment, many women who seek entry or re-entry to the job market often look to training or education as a route. Among the programs in existence which purport to assist women into the labor market are CETA, the Comprehensive Employment and Training Act, and WIN, a work incentive program designed to find jobs for individuals receiving Aid to Families of Dependent Children.

Witnesses cited programs such as CETA and WIN as examples of training which hinder, rather than help, women become self-supporting through employment. A common criticism was that the programs continue to channel women into low-paying, dead-end jobs. A CETA counselor said, "Counselors are encouraged to get people through as fast as they can, with the result being that, with few exceptions, people leave CETA with stereotypical job placements because they are easier to make and easier to train for, given

"What women want and need isn't welfare, it's a job."

(continued on page 15)

Findings

- Educational systems and training programs have not taken into account the changing life patterns of women which require increasing economic self-sufficiency.
- Existing social services do not meet the needs of the growing numbers of women who are economically displaced.
- Most current job training programs do not adequately address women's needs. Among the reasons are:
  1. There is a lack of coordination and communication among various programs.
  2. Many programs are too narrowly defined.
  3. Support services, such as child care and financial assistance, are often lacking.
  4. Women are channeled into low-paying stereotyped jobs in programs which are designed for quick placement.
  5. Evaluation is generally done on the basis of numbers of clients served, not on the quality of the program or its content.
  6. Information is inadequately disseminated to the women who need it.
  7. Few women occupy policymaking positions in social service organizations.
- Although several programs have been designed specifically to meet the needs of women not served by conventional agencies, such programs are jeopardized by a lack of stable funding.
- The demand for services to re-entry women and displaced homemakers far exceeds the current supply.
- Age discrimination combines with sex discrimination to severely handicap the older woman in employment, training, and education.
- Restrictive myths regarding what women do begin in the pre-school years and are reinforced throughout the educational system.
- Financial aid for higher education does not meet the needs of women who are part-time students or who need to enroll immediately.
- There is little correlation between the education level of women and the occupations they hold.
- There is inadequate recognition of volunteer experience and homemaking skills in all areas of employment and training.
- There is an absence of data which identifies women who need social services as well as an absence of data which analyzes the outcomes of existing programs.

Recommendations

JOB TRAINING

- That CETA, WIN, and other government-sponsored job training programs prepare women for jobs which pay well enough to allow participants to become economically self-sufficient.
- That CETA, WIN, and other government-sponsored job training programs be evaluated on the degree to which the participants become permanently self-supporting rather than on the numbers served.
- That county welfare and other social service agencies encourage women to enter non-WIN and other long-range career preparation programs.
- That CETA and similar training programs include the needs of displaced homemakers and re-entry women as a priority in the disbursement of funds.
- That staff members in CETA and other job training programs be assigned the specific task of reviewing services to women and program impact on women including data collection and analysis.
- That the state and federal governments provide funding for job training programs which include such supportive services as self-confidence and assertiveness training, counseling and psychological support, financial planning, legal aid, scholarship aid, child care, job placement, and shelter.
- That providers of government-sponsored job training programs be given incentives to encourage women to enter non-traditional occupations including apprenticeships.

EMPLOYMENT

- That state and local governments provide options to public employees for more flexible working schedules such as part-time, shared-time, and flexible hours of employment; and that the state provide incentives to private employers for more flexible work schedules.
- That the state and federal governments give consideration to tax credits or deductions for volunteer work.
- That all units of government rate volunteer experience on job applications the same as paid work experience; and that the state actively encourage private employers to do the same.
- That the Department of Human Rights carefully implement and monitor the age discrimination provisions of the Human Rights Act.
- That the state provide funding to schools, business, and industry to develop programs to train and accept women in non-traditional careers, with goals and timetables set.

EDUCATION

- That any career and life planning components of government-funded education and job preparation programs include explicit recognition of the changing life patterns and roles of women.
- That state universities and colleges make financial aid readily available to older and part-time students.
- That Vocational-Technical Institutes make financial aid available on a year-round basis.
- That colleges, universities, social service agencies, and welfare agencies make information about financial aids more widely available.
- That state colleges and universities make provisions for child care, including evening care.
- That state universities and colleges provide special programs for low-income students similar to the HELP program at the University of Minnesota.

GENERAL

- That the state and federal governments make provisions for child care and other social services on a sliding fee scale basis.
- That state and local agencies which provide services to women develop methods whereby women are better informed of the services available to them and of their rights under the law.
- That the state and its various agencies provide data monitoring and dissemination systems to provide current statistical information on the economic status of women.

the myths in our society."

Another witness presented evidence developed by a professor at the School for Social Work at the University of Minnesota. Her testimony raises serious doubts about CETA's ability to find jobs for women at a living wage:

> **"Although women are 42% of CETA participants, 90% of those in the Urban Consortium were trained for low-wage, female-intensive occupations — 83% in clerical, for example, at an entry level wage of $2.50 per hour. The male entry wage averages $3.50 per hour. In 90% of the male occupations, the entry level wage scale was over $3.00 per hour; for women, 90% of the entry level positions pay under $3.00 per hour."**

Thus, people who come to CETA seeking assistance in overcoming problems of outdated skills, discrimination, and low wages are seemingly recirculated into other low-paying jobs.

A CETA counselor suggested that the nature of the training program reinforces this effect:

> **"CETA has short-range goals for the people in the program. People tend to be considered in terms of numbers rather than as individuals. This is reinforced by the length of the program itself. The longest anyone can stay and be paid for their participation generally is three months. This is a very short time for anyone to develop skills relating to long-range goals. Furthermore, students are learning survival skills for specific job training programs — programs that may train people for jobs that will be obsolete in ten years."**

The CETA counselor charged also that participants are handicapped by low expectations on the part of staff and administrators regarding their ability to succeed.

Other witnesses indicated that many women are actually discouraged from obtaining services at CETA. A counselor at Chrysalis testified:

> **"I got a call Wednesday from a woman who was referred to Chrysalis from her CETA counselor . . . I asked her if she wanted counseling or immediate placement, because she had completed a BA in psychology and sociology, and it sounded like she wanted to go to work, not talk about what she would do with her life. She was 38 years old, had three children, and was divorced. Indeed, she said, 'I want a job.' I told her that we did not do placement and asked her if she'd talked to CETA yet. She laughed and said, 'They referred me to you.' I asked her to tell me what they did for her there. She said they told her there were really no jobs and to call Chrysalis and to go back on AFDC."**

Another witness gave testimony that older women in poor but intact families are not served by *either* CETA or WIN, whereas *both* CETA and WIN serve AFDC female heads of households. She recommended concentrating CETA funds on women in intact families where income is below minimum subsistence level. The director of Working Opportunities for Women urged that CETA be "challenged to include the needs of the displaced homemaker and the re-entry woman as a primary concern in the disbursement of funds."

WIN was subjected to some of the same criticisms as CETA — that women are channeled into low-paying jobs that train them only for poverty.

An AFDC recipient noted, "The WIN program requires a female head of household with school-age children to find and accept suitable work. I believe the policy is effective in subsidizing poor wages because 'suitable' means full-time and $50 above monthly grant level." As a result of her experience on AFDC and in the employment market, she concluded, "I doubt that the real income level of the majority of women either on public assistance and not working, or working and eligible for AFDC-WIN incentive, or working without AFDC-WIN support, is really that different."

A WIN administrator from the Department of Public Welfare agreed that the wages for WIN jobs were not particularly good:

> **"The (WIN) job must pay a wage that's equal to or exceeds the welfare payment that they currently receive, and that**

CETA: The Comprehensive Employment and Training Act is a federally funded and locally run job training and placement service. It serves the unemployed, under-employed, or economically disadvantaged. Services include: orientation and assessment, classroom training, work experience, on-the-job-training, public service employment, and placement. Programs are run by "prime sponsors" — units of government who operate the programs through CETA centers.

WIN: The Work Incentive Program is an employment and training program for AFDC recipients. Every person who applies for or receives welfare must register for WIN unless exempt under the law. Exemptions include having children under age 6 or being disabled. Those not required to register may volunteer for WIN. A job must meet minimum wage standards and equal or exceed the welfare payment. WIN assists the applicant in finding a job and helps with such costs as transportation, lunch, and child care. Non-WIN is a WIN program which allows the recipient to receive college training.

doesn't say much, as you know from the testimony that you heard previously."

WIN programs were said to place women largely in clerical positions; little provision has been made to date for preparing women for non-traditional, and usually higher-paying, occupations. The witness characterized the number of women placed in non-traditional jobs as "regrettably a small minority." He added that this situation is also true for training programs.

National statistics illustrate the accuracy of these perceptions. The following chart shows women's hourly wages in WIN placements as being well below those of men's:

"We need to reduce the number of women on welfare, the number of older women who are in poverty, the underutilization of educated women who are wives and mothers."

WIN Hourly Wage Rates, by Sex
U.S., Fiscal 1974

Source: U.S. Departments of Labor & Health, Education, and Welfare.

That the picture is not likely to change dramatically is suggested by the statement in response to a Council member's question regarding the composition of advisory committees. "In the southern half of Minnesota, some 46 counties are involved. To my knowledge, there is not any kind of women's advocacy group represented on the advisory council. In fact, to my knowledge, there was not even a consumer representative."

Several witnesses told the Council that current methods of program evaluation of WIN, like CETA, tend to reward the placement of women in low-paying, stereotyped jobs. Generally, programs are evaluated on the basis of numbers of clients served and clients placed, with little attention to the content of the program or the *kinds* of jobs into which clients are placed. One person commented, "Appropriations are based on the numbers game — so if I send you out for a window washing job, it counts the same as if you went to be the manager of 3M." The result is that programs attempt to place as many people as quickly as possible, which provides no incentive for training women for or placing them in positions which confront current social stereotypes of what constitutes "women's work." Government-sponsored job training, therefore, often reinforces the biases already inherent in the job market.

Although no testimony was presented to the Council on apprenticeship programs, statistics from the Minnesota Department of Labor and Industry show that there are only limited numbers of women who are in training for the skilled trades. Of 5,798 apprenticeship positions in the state of Minnesota in July 1977, only 27 were filled by women — or 0.005%.

". . . and we are now engaged in the spectacle of seeing both of the programs (CETA & WIN) competing for women on AFDC what amounts to a fight for a 'body count'."

"When young women are in high school, they are encouraged to go into certain types of occupations, which eventually lead them into jobs or lead them to acquire certificates or diplomas which do not in fact allow them to enter jobs that pay very well."

The stereotypes, myths, and behaviors characteristic of employment and job training systems begin long before people actually start looking for work. The entire educational system — kindergarten through college — has generally functioned to reinforce a pattern of low expectations and limited options for girls.

Among the witnesses addressing this issue was the coordinator of a project in the Mahtomedi Public Schools which is designed to eliminate sex-role stereotyping. She noted that most teenage girls have "little understanding of the paths within the educational system that will lead them to various occupations." Moreover, she said, "they do not understand that they may be employed or seeking employment for 20 or 30 years, and that the *type* of education they have will greatly affect both their jobs and their pay."

The witness from Mahtomedi offered a personal anecdote as an example of the lack of awareness of the realities of women's lives among girls in the school system:

> **"One morning, near graduation time, I was talking to one of the young women who worked in the office at Mahtomedi High School. As we chatted, I said to her, 'Well, what are you going to do now after you graduate?'**
>
> **She said, 'Oh, I guess I'll get a job, work for awhile and then get married.'**
>
> **I said, 'What kind of job?'**
>
> **She said, 'Oh, I don't know. Something where I make good money.'**
>
> **'After you get married, what are you going to do? Continue to work?'**
>
> **'Oh,' the girl replied, 'I'm going to have a couple of kids.'**
>
> **And I said, 'Well, after you're married awhile and you have had your couple of children, and they are both in school, and you are home alone all day, what are you going to do?'**
>
> **There was a long pause. Then she said, 'Oh, my husband and I will go on a cruise around the world!' "**

The life this young woman has imagined is at considerable odds with the lives of the women cited in the introduction to this report.

As the witness noted, "She still believes that Prince Charming is going to come along, sweep her up in his arms, carry her off and take care of her for the rest of her days." Statistically, it is more likely that she will be a female head of household with dependents, divorced, and without child support. Or a widow with no Social Security benefits, retirement plan, or other means of support. Or a middle-aged woman attempting to re-enter a job market which discriminates against her on the basis of age and sex.

According to the witness, the young woman in her anecdote is still the rule rather than the exception. A study by the U.S. Department of Labor bears this out. The study demonstrates that younger women seriously *underestimate* their future labor force participation. Comparison of data shows that young black women predicted a participation rate of 51%, compared with an *actual* rate of 67% among older black women already in the labor force. White women predicted a rate of 29% compared with an actual rate, at age 35, of 48%.

How do schools contribute to students' unrealistic expectations and fail to prepare girls, particularly, for economic survival? According to the Mahtomedi coordinator, schools teach girls that "only men are expected to excel." Despite the fact that 9 out of

10 females now in the education system will be employed at some time in their lives, girls continue to be educated to play a passive role and to realize personal goals only through relationships with boys. The result is that "the seeds of self-doubt and low aspiration are nurtured in the young girl by the school itself. Girls learn to live down to expectations."

The coordinator cited several means by which schools perpetuate discriminatory and inadequate training for girls. Among them are (1) a male curriculum emphasis in which students learn that only boys go out into the real world to do the real work; (2) textbooks and instructional materials in which girls are portrayed as "physical and psychological weaklings;" (3) sex-segregated classes which restrict the participation of girls in courses such as physics, mathematics, and industrial education; and (4) the male administrative structure which leads girls to believe that women do not have the intellectual or executive ability necessary for leadership. The coordinator also noted that many practices of school systems continue to be in violation of both the state Human Rights Act and federal law.

Her testimony also suggested that the problems of "re-entry women" and "displaced homemakers" might not be so severe if the educational system prepared women more realistically for their lives:

"Girls learn to live down to expectations."

"What if better guidance and more opportunities were provided for young women before they face the problem of trying to get more education to make themselves employable when they also have to face the problems of combining child care and household responsibilities and probably a part-time job for needed income? What if we really raised their sights and broadened the choices when they were still young enough to have authentic options? What if we really encouraged them, as we do boys, to think seriously about their lives?"

VOCATIONAL EDUCATION

Within the educational system, one of the largest and most explicit programs concerned with job awareness and preparation is "vocational education." Current state appropriations to vocational education total $104 million, while federal appropriations to Minnesota provide an additional $10 million. Vocational education programs include secondary schools, post-secondary institutions, and adult education. Currently, there are 33 Area Vocational-Technical Institutes in the state offering approximately 45,000 courses, 175,000 programs and mini-courses, and serving approximately 388,000 students.

Testimony presented to the Council revealed that vocational education has contributed to the restricted range of choices for women as well as their continuation in stereotyped occupations. For example, the figures on the following page for vocational enrollments suggest that females are under-represented in programs leading to jobs or in programs where salaries are higher in the job market:

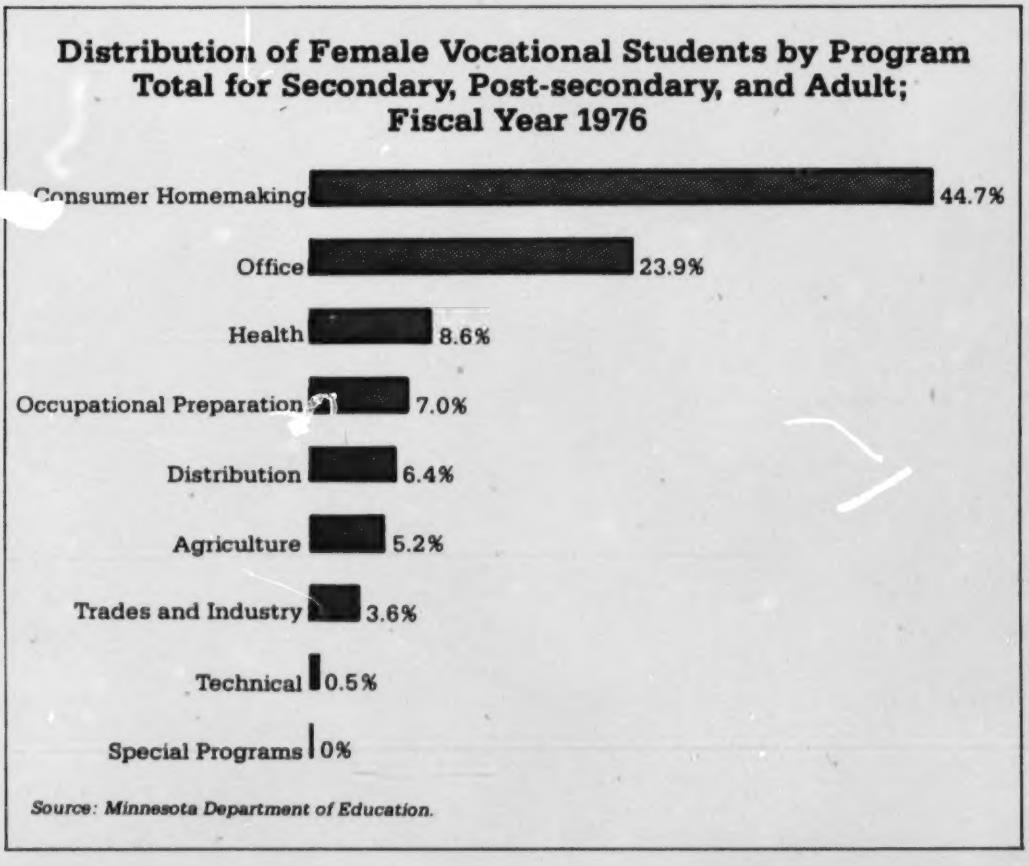
"A personnel officer with the Federal Reserve Bank informed me that 70% of the people applying for the clerical positions there had college degrees."

FEMALE ENROLLEES BY CLUSTER
TOTAL FOR SECONDARY, POST-SECONDARY, AND ADULT, FISCAL 1976

Program Cluster	Total Students	Females
Agriculture	48,306	8,464
Distribution	22,706	10,484
Health	19,786	14,178
Consumer Homemaking	90,701	73,241
Occupational Preparation	15,316	11,492
Office	48,170	39,334
Technical	11,213	835
Trades and Industry	96,965	5,842
Special Programs	34,694	59

Source: Minnesota Department of Education

Almost half the women students are in consumer homemaking courses, another quarter are in office occupations, and less than 5% are in technical or industrial programs:



Another report to the Council cited a 1970 vocational education study at the post-secondary level only. Results showed that 42% of the women were being trained in office work and 21% in nursing and health care. However, 51% of the men were being trained in trades and crafts. Although 10% of the men were getting training in engineering, less than 1% of the women were in such a program. These figures confirm the general pattern of women being trained for low-income jobs and left out of the skilled trades where job security and pay are generally more favorable.

The "tracking" of girls into certain areas and boys into others may occur in subtle ways from the pre-school years on, but such tracking becomes formalized in the junior high school under the headings of "home economics" and "industrial education."

Although Title IX of the 1972 Education Amendments has rendered sex-segregated classes illegal, schools are only beginning to come into compliance with this federal law. A teacher from the Osseo School District told the Council that balancing enrollments by sex in home economics courses was extremely difficult. She noted that more than 80% of the enrollment in Family Living, Child Care, and Housing courses were female at the senior high school level. Of the boys who do enroll in home economics courses, the fewest numbers are found in the family life and child care courses, suggesting that the future roles of males and females in parenting responsibilities are not likely to undergo significant changes.

Alterations in these situations are made less likely by the fact that the administration of vocational education is largely male-dominated, as illustrated by the following chart:

"We are committed to keeping families together and to provide adequately for children. Part-time jobs are critical for these reasons. There are so many women who come to us as re-entry women who want to get started in just that way. There is an acute shortage of part-time employment."

ADMINISTRATORS IN VOCATIONAL-TECHNICAL EDUCATION IN PUBLIC EDUCATION IN MINNESOTA, 1976

Administrators	Males	Females	% Female
Secondary			
First level*	83	4	4.8%
Second level**	7	7	100.0%
Post Secondary			
First level*	33	0	0.0%
Second level**	79	11	13.9%
Adult			
First level*	27	5	18.5%
Second level**	20	12	60.0%
Total first level	143	9	6.3%
Total second level	249	39	15.6%
ALL	392	48	12.2%

**Licensed vocational technical administrators considered by district or vocational cooperative center to be administrator with prime responsibility for a level of vocational education.*

***Licensed vocational-technical administrators who are employed in an administrative role and report directly to a first-level vocational administrator in a district or vocational cooperative center.*

Source: Minnesota Department of Education.

"The demand for re-entry counseling services has not yet reached its peak and probably won't for another 10 years. Meanwhile, the re-entering women queue up and the counselors who are available wipe their perspiring brows and start their sixth interview in as many hours."

The impact of these patterns and programs on the economic status of women was affirmed by a member of the Minnesota State Advisory Council for Vocational Education. She stated that "vocational training opportunities and the quality and availability of instruction have a very real impact on the economic status of women in today's society."

The witness noted that to promote and encourage equal opportunity for women in vocational education, the Council undertook two studies of sex bias in the state's 33 Area Vocational-Technical Institutes. In 1974, the Institutes' promotional brochures and course descriptions

were examined for evidence of sex bias; in addition, general attitudes toward female enrollment in traditionally male-oriented programs were surveyed through telephone contacts with selected Institute personnel. The results revealed "that sex bias is but one manifestation of a general fabric of arbitrary restrictions which limit equitable access to training programs which, in turn, provide a primary avenue of entrance into skilled occupations." The specific findings were forwarded to the directors of the institutions with recommendations for improvement.

In 1975, the study was repeated in an effort to determine whether any changes had been effected. The Council for Vocational Education found that approximately three-fourths of the AVTI's had made substantial improvements in their brochures. With respect to the telephone study in which a female applicant inquired about admission to a non-traditional program, less than one-half the AVTI's gave encouraging responses: 25% of the AVTI's were neutral, 12% were not encouraging, and 15% were definitely discouraging, based on the respondent's negative attitudes and remarks.

"If the State of Minnesota and the nation can award veterans of war with benefits for employment and training, it might also reward women who have provided unpaid child care and home management to families with opportunities for meaningful and gainful employment, or the training needed for employment, for a productive second half of their lives."

HIGHER EDUCATION

What happens to the woman who seeks further training at the college level? Does she face the same problems as women in specific job training programs? The director of the Financial Aids Program at Anoka-Ramsey Community College noted that increasing numbers of women are attempting to "re-enter" through college training. Almost all of them, he noted, are concerned about finances. "I think this affects not only the AFDC mother, but affects the woman who has been working for part of the family's livelihood, or the woman who now has to be concerned about child care for youngsters in the family."

This witness cited inadequate dissemination of information regarding financial assistance as a major barrier: "I think it's a fair statement to say that if women were aware of all the assistance available, it is there in quantity to move them through a program — and indeed through a four-year program. We do see students who, whether they are on the non-WIN program or not, have certainly been encouraged or sometimes coerced into a shorter one- or two-year program, when indeed that is not what they would like to do."

A University of Minnesota student confirmed these observations. She told the Council that women on welfare are not often informed that educational programs are available: "Hennepin County is a little more ready . . . they will tell the (AFDC) mothers they can get an education. The other counties, for some reason, try to keep it a secret, and if someone happens to find out through word of mouth that they can get to school, they have a hard time even finding the right person in the Welfare Department to contact."

The student explained that day care is also a problem for the welfare mother who wants to get into an educational program. "Many times the mother gets in school, or is trying to get in school, and is told by the counties that the program isn't something they approve of; or they feel they aren't college material. Then they say they will not furnish the day care, even though the student can get the funding for tuition and books to go to school." In such cases, financial aid for schooling alone is not sufficient for the woman to pursue schooling, because she does not have necessary support services.

The director of the Minnesota Women's Center also addressed the

"Why does society accept the fact of a veteran's preference bill? Why don't women re-entering the work force have similar services? Veterans' preference is something society feels it owes the men in return for services. We, if anything, get welfare."

Council concerning the financial aid picture in higher education. She noted that, at the undergraduate level, financial aid is distributed relatively equitably among men and women who are full-time students. But, she explained, "inequity probably occurs in the regulations which surround the granting of aid . . . I am especially concerned, for instance, that aid is not available to part-time students, as this group contains many more women than men." She noted that the situation at the graduate level is far less equitable. In 1972-73, for example, only 20% of the prestigious fellowships went to women.

While graduate study still affects only a small proportion of the population, national statistics show that only the highest levels of educational attainment provide a "payoff" for women. As the following chart shows, women of all educational levels lag significantly behind men in financial rewards for educational achievement:

"I have a woman that I worked with for three months — a marvelous, talented, exciting person. On her last job she asked the boss, "Why can't I get a raise and go up the ladder here like the men are doing?" He said, "Well, your husband is making some money."

Table 2. Median Income of Full-Time, Year-Round Workers,[1] by Sex and Years of School Completed, U.S. 1972

Years of school completed	Median income		Women's median income as percent of men's
	Women	Men	
Elementary school:			
Less than 8 years	$4,221	$7,042	59.9%
8 years	4,784	8,636	55.4%
High school:			
1 to 3 years	5,253	9,462	55.5%
4 years	6,166	11,073	55.7%
College:			
1 to 3 years	7,020	12,428	56.5%
4 years	8,736	14,879	58.7%
5 years or more	11,036	16,877	65.4%

[1]Persons 25 years of age and over.

Source: Women's Bureau, U.S. Department of Labor.

NEW AND EMERGING SERVICES

In response to the critical needs of economically displaced women and the inadequacy of most existing programs, several local organizations have been developed. Among those presenting testimony to the Council were the Minnesota Women's Center, Working Opportunities for Women, Chrysalis, Women's Advocates, Career Clinic of North Hennepin Community College, and the University of Minnesota HELP Center.

Although the structure and characteristics of the programs vary, they are alike in their assumption that economic displacement carries with it a set of social, psychological, and legal ramifications. As a counselor from Chrysalis explained, "The woman who calls an advocacy service has had a series of life situations that have caused an overall set of circumstances which are unmanageable. Maybe she can handle the divorce, but she can't handle

the divorce *and* the economic problems *and* the child care problems *and* having to sell her house *and* having to relocate her kids *and* having to fight a legal suit."

Because of the complexity of the women's situations, the organizations attempt to provide a network of support services: personal counseling, legal referrals, financial assistance, child care, employment counseling, job training, and job placement. In addition, many women need shelter. The director of Women's Advocates, a shelter for battered women, spoke of the numbers of women who are the victims of violence:

> **"Since late 1974 when we opened our doors, we have housed over 1,300 women and children. The problem of battered women is hidden and widespread and complex and very serious . . . It's extremely difficult for a woman to be able to find a job, find job skills, find adequate child care, find permanent housing that's adequate and become independent when she comes out of a violent situation."**

Women's Advocates provides shelter, support groups, and help with immediate legal needs. Its main focus is on providing a stable environment for women who come out of situations in which they have felt isolated, exhausted, and physically and emotionally vulnerable. Through its 24-hour telephone answering service, Women's Advocates refers women who want job information, employment, job counseling, or training to organizations such as WOW, Chrysalis, Career Clinic, or the Minnesota Women's Center.

The need for the chain of services provided by these newer agencies is evidenced by the numbers of women who seek assistance. The director of Working Opportunities for Women told the Council:

> **"From the first day we opened our doors in June of 1975, we have been swamped. In our first year we served 800 metropolitan women, some of them coming from 50 and 60 miles away. All we had was a CETA grant of $20,000 and me. We have ample proof that women are tremendously motivated to be productive in the second half of their lives."**

A counselor at the Minnesota Women's Center corroborated these observations on the need for services:

> **"Since January 3rd, WTCN-TV has been running a public service ad for our center — a thirty to sixty second spot which details the services we offer. Since then our telephone has been ringing off the hook. Our counselors are now booked weeks in advance, and how many people do you know who watch WTCN at 7:30 in the morning? I hesitate to think what would happen if that spot were put on prime time on one of the network-affiliated channels."**

That the services provided are of enormous significance to women is indicated by excerpts from personal testimony given the Council:

> **"Career Clinic was important to me. I found support there and I gained some self-confidence. I am now finishing up my last quarter at North Hennepin Community College."**
>
> **"The program gave me a different way of approaching an employer, for one thing. I don't have to go in there and apologize. I'm qualified for a lot of things since I was helped to see that I developed a lot of skills through homemaking."**
>
> **"I had two hours of private counseling a week and two or three hours a week with a group of 12 women and a counselor. I've come up with a resume, something I never thought I could possibly have because I'd had so little paid employment. But I've done a lot of civic and community work and that's in my resume right along with my work experience because it has been work experience."**
>
> **"Early last spring I read an article in the newspaper about WOW and I called and made an appointment. That telephone call has drastically changed my life. For the next five weeks I met with the counselor for two hours once a week, and in group sessions we explored things that I was interested in. I took interest surveys, I examined things I had done in the past. The goal was for me to focus on a direction. I began classes last fall at Metropolitan State University with a plan to go into career counseling myself, because I have seen the need. In my group there were women with small children to**

support, there were handicapped women, and there were chemically dependent women. The program was a help for all of them."

Statistics also indicate that the programs are successful. In a follow-up study of 593 women served by WOW, 50% were in new employment and 26% were in training programs leading to jobs.

But several factors threaten the growth and continued success of these programs. Most critical, perhaps, is the lack of stable funding. Organizations such as WOW and Women's Advocates are supported by a combination of grants from private foundations and sub-contracts from CETA sponsors. Such funding must be sought each year with no assurance that the program will in fact be able to sustain itself. One agency director stated, "I can't stress enough how difficult it is to put that together. We have to go after the money every year — it is scarcely a stable base of operation. We feel that we have been good stewards with the money that we have received and have stretched it as far as it will go and don't even offer our own staff some of the health benefits we think we should because there aren't enough funds." Another director added that the need to secure funding absorbs a great deal of staff energy that should be put towards meeting the needs of the women who come for help.

Meanwhile, the demand for services continues to exceed the current supply. The director of the Women's Advocate's shelter reported that they now must turn down 3 out of every 4 requests for housing, and there is only one other shelter in the state — in Minneapolis. All organizations represented at the hearings agreed that they are understaffed and that client load is increasing dramatically. And such services have not even begun to be made available to rural and non-metropolitan area women.

A small start toward supporting programs for women was made by the Minnesota legislature in the 1977 session with the passage of bills for displaced homemakers and battered women. The Displaced Homemakers Program provides for the establishment of pilot centers which would include job counseling, training, and supportive services. The Battered Women's Program provides funding for shelters for abused women and their children. In both cases there are requirements for both urban and rural centers.

The sums of money involved in these special programs, however, are small in comparison with either the need or the amount of current public expenditures for welfare and job training programs. Although exact data is lacking, estimates are that public funding in 1975-76 for women in Minnesota amounted to over $340 million:

Public Funds for Minnesota Women, Fiscal 1976

Agency or Program	Amount in budget serving women
(1) PUBLIC WELFARE	
—Aid to Families with Dependent Children (AFDC)	
—Medical Assistance (MA)	
—General Assistance (GA)	
—Minnesota Supplemental Assistance (MSA)	$300,000,000
(2) WELFARE EMPLOYMENT	
—WIN $7,643,241	
—Non-WIN 1,142,043	8,785,334
(3) MANPOWER SERVICES	
—CETA $31,199,655	
—Nontraditional Employment for Women (new) $136,000	31,335,655

Sources: (1) Department of Public Welfare
(2) Department of Public Welfare & Employment Services
(3) Governor's Manpower Office

Among the women served by these programs were 37,000 AFDC recipients, 10,000 WIN registrants, and 20,000 CETA enrollees. The number of unemployed women was estimated to be 47,000.

Since testimony to the Council clearly indicated that current job-related programs were often only "training for poverty," with emphasis on quick placement into low-wage jobs, the question of costs and benefits must be raised.

Perhaps investment of such sums into programs which allow women to become permanently self-supporting makes better sense than programs which simply address immediate needs. Perhaps money spent in education that dispels myths is a better investment than money spent to reinforce stereotypes. Or perhaps the new and emerging services developed for women will serve to demonstrate the form for future government programs.

Whatever the direction of the future, a witness before the Council suggested the depth and complexity of the need:

"Women need even more than good counseling and loving family support. They need a whole network of services; they need support groups, both professional and of their peers; they need good day care so they feel at ease when they are not with their children. They need assertiveness training, they need more math anxiety clinics, they need financial aid, they need management training — and most of all they need a sense of themselves. In terms of re-entry to the job market in particular they have some additional needs. They need affirmative action programs which are taken seriously by employers. They need not to have to make the choice between expensive and time-consuming litigation or putting up with discrimination. They need placement services very badly. They need hope that they won't always be at the bottom of the ladder in dead-end jobs. They need reassurance that despite the recent statistics on the growing disparity between men's and women's salaries, things won't always be that way."

ABOUT THE COUNCIL

Purpose:

The legislation creating the Council states that its role is to "study all matters relating to the economic status of women in Minnesota, including matters of credit, family support and inheritance laws relating to economic security of the homemaker, educational opportunities, career counseling, contributions of women to Minnesota's per capita and family incomes and state revenues, job and promotion opportunities, and laws and business practices constituting barriers to the full participation of women in the economy."

In addition, the Council shall also study "the adequacy of programs, services and facilities relating to families in Minnesota including single-parent and members beyond the nuclear family."

Members:

Eighteen members serve on the Council: five senators appointed by the Committee on Committees, five House members appointed by the Speaker, and eight public members appointed by the Governor. Legislative appointments are:

Senate

Nancy Brataas, Rochester
Bill Luther, Brooklyn Center
John Milton, White Bear Lake
Allan Spear, Minneapolis
Emily Staples, Wayzata

House

Linda Berglin, Minneapolis
Stanley Enebo, Minneapolis
Mary Forsythe, Edina
Arlene Lehto, Duluth
Russell Stanton, Arco

Council members representing the public are:

Lurline Baker, Duluth
Virginia Erhard, New Hope
JoAnn Kronick, So. St. Paul
Verna Lunz, Fairmount
Sandra Melberg, Minneapolis
Jane Preston, White Bear Lake
Carol Ryan, St. Paul
Anne Siren Levig, Virginia

TESTIMONY BEFORE THE COUNCIL ON THE ECONOMIC STATUS OF WOMEN

January 14, 1977

Jodi Wetzel
Minnesota Women's Center
University of Minnesota

Lois Snook
Working Opportunities for Women

Joline Gitis
Gen Simonet
Chrysalis Center for Women

Sharon Vaughan
Women's Advocates

Dennis Johnson
Department of Public Welfare

Claire Neuenschwander
Alliance for Displaced Homemakers

Cynthia Heelan
Career Clinic of North Hennepin
Community College

February 18, 1977

Sharon Wemlinger
Governor's Manpower Office

Caroline Gilbert
HELP Center, University of Minnesota

Robert Hanle
Metropolitan State University

Sheila Henry
University of Minnesota

Edwina Herzberg
Greater Minneapolis Day
Care Association

Helen Fleck
Governor's Office of
Volunteer Services

Don Johnson
Anoka-Ramsey Community
College

March 18, 1977

Richard Thorpe
St. Paul CETA

Frank Pucci
Debbie Otterberry
Patty Friend
Hennepin County CETA

Judi Brown
State University System

Roger Leaf
Lou Ann Nyberg
Hennepin County Welfare
Department

Mary Peek
Mahtomedi Schools

Mel Johnson
Joleen Durken
Department of Education

Gertrude Buckanaga
Vocational Education Advisory
Committee
Department of Education

Otto Wirgau
Minneapolis FACT Center

Ann Truax
Minnesota Women's Center
University of Minnesota

Margaret Dean
Scott Foster
Higher Education Coordinating Board

Ann Kitts
Osseo Schools

Sterling Peterson
Dennis Olson
Minnesota Industrial Arts Association

In addition, ten persons gave personal testimony.